**Performance Assessment Jigsaw**

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Guided Reading Teaching Tool: Anticipation Guide for Performance Assessment:   
1. Identify a specific learning target in your content area and name two formats a performance assessment can take (e.g. essay, play, etc...). Briefly explain your reasoning.

2. Identify the learning target level (Knowledge, Concept, Skill, Products, Disposition)? Are other learning target levels possible for performance assessment? Why?  
  
  
  
  
3.  Pick one type of performance assessment from question 1. Develop three criteria by which you would evaluate that performance? Are objective criteria possible in this case?

Learning targets:   
1. Students will know when Performance Assessment is appropriate.  
2. Students will understand potential problems and remedies in Performance Assessment.  
3. Students will understand the importance of clarity and content in constructing a rubric for Performance Assessment.  
4. Students will know the components of a quality performance task.

Outline – Stiggins Chapter 7, Performance Assessment

1. Performance Assessment
   1. Definition – The demonstrated performance of certain skills that meet certain standards of quality.
   2. When to use - Best used on achievement targets in Reasoning, Skills, and Products. Knowledge is possible but not preferred and Disposition is not appropriate.
2. Developing Performance Assessments
   1. Defining criteria – What do you want to see demonstrated? Never lose track of your purpose!
      1. Rubric – 5 steps of development
         1. Discover – look at samples to see what success looks like
         2. Condense – pool the results so you can describe the attributes
         3. Define – develop definitions that map the different levels
         4. Learn to apply the rubric –practice evaluation for consistency
         5. Refine –be ready to revise
      2. Attributes of a good rubric
         1. Important content (what “counts”)
         2. Clarity (everyone understands)
   2. Developing performance tasks and exercises -
      1. Specify task with target and conditions
         1. Right content
         2. Evidence
         3. Feasible
         4. Free of bias
         5. Fair and accurate
      2. How many tasks are needed?
3. Pitfalls
   1. Bias – what filter are you using?
   2. Time – Preparation and execution
   3. Subjective
   4. Can be difficult to get every student a fair set of conditions/circumstances
   5. Have an Inter-Rater Agreement
4. Student Involvement
   1. Evaluators learn as well
   2. Helps cut time down
   3. Requires good training and management

Content Area-Specific Examples of Performance Assessment

* Language Arts/World Languages: products such as essays or other samples of writing; skills such as oral reading fluency
* Social Studies: products such as reports; skills such as debates and oral presentation;
* Math: portfolio of different assignments illustrating different problem-solving skills;
* Science: skills such as setting up lab equipment, using tools, or designing an experiment; products such as lab reports or models
* Arts: products such as plays, skits, or works of art;

Questions

1. Think of one way you can use Performance Assessment in your content area. (short answer)
2. Which Achievement target is not suited for Performance Assessment?
   1. Knowledge
   2. Reasoning
   3. Products
   4. Dispositions
3. Performance Assessment has the potential pitfall(s) of
   1. Time consuming
   2. Prone to bias
   3. Low quality
   4. (a) and (b)
   5. (a) and (c)
4. What are the two important attributes of a rubric?
   1. (content and clarity)
5. Why is Performance Assessment better suited for the classroom than the large-scale assessor? (short answer)
   1. The classroom provides more time to conduct a quality assessment with the minimum compromises
6. Which is not an attribute of an effective task?
   1. The right content
   2. Provides enough evidence
   3. Is feasible in the classroom
   4. Is free of bias
   5. Accounts for every set of circumstances